



Parent, Family and Community Engagement  
**RESOURCE CATALOG** 1.0



THE NATIONAL CENTER ON  
Parent, Family, and  
Community Engagement

# **Parent, Family and Community Engagement Resource Catalog 1.0**

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Prepared by  
Office of Head Start National Center on Parent, Family, and Community Engagement

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# Parent, Family, and Community Engagement Resource Catalog 1.0

## Purpose of Catalog

The Office of Head Start (OHS) is dedicated to providing up-to-date, research-based resources from the fields of early childhood education and family studies to all Head Start, Early Head Start, Migrant and Seasonal Head Start, and American Indian-Alaska Native Head Start programs, and to keeping the Head Start community abreast of new and revised Administration for Children and Families (ACF) policies and resources.

The OHS National Center on Parent, Family, and Community Engagement (NCPFCE) has compiled this annotated catalog of exemplary resources to promote effective parent, family, and community engagement in support of young children’s learning, development, and school readiness. We organized this resource by The Head Start Parent, Family, and Community Engagement Framework (PFCE Framework).

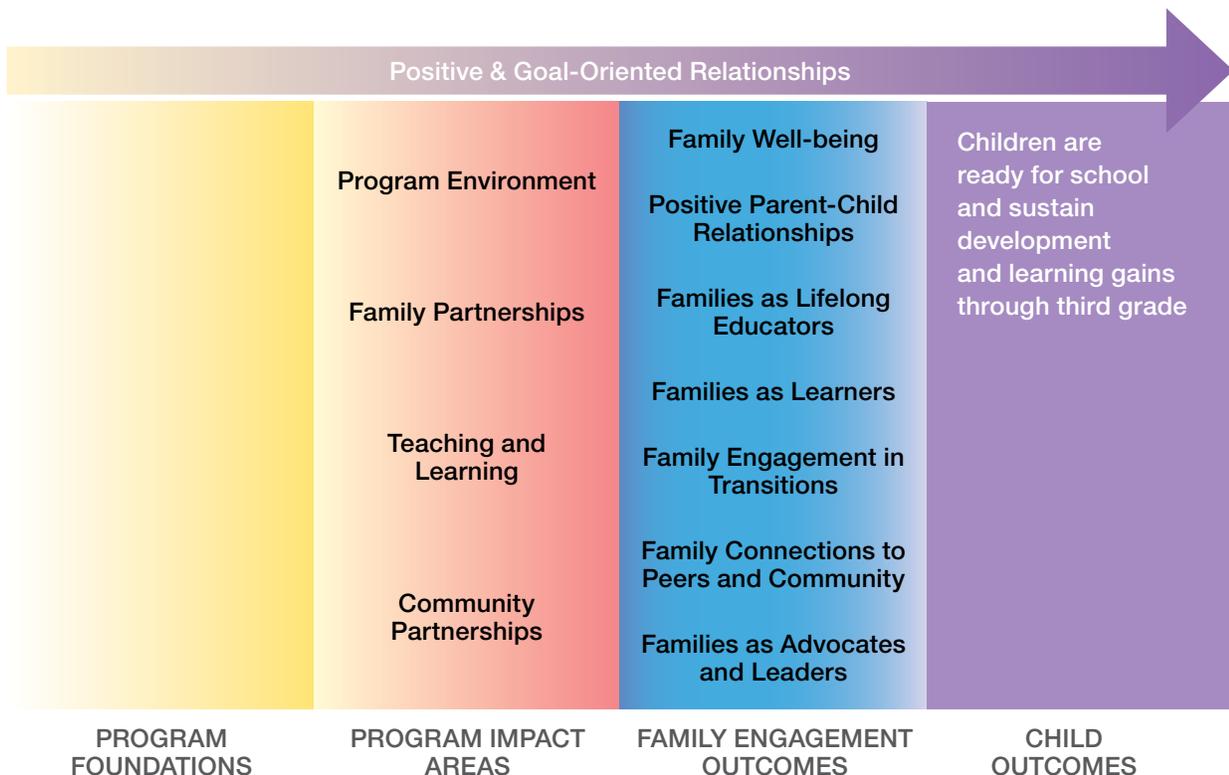
In this first edition of the catalog you will find books, articles, webinars, and other useful resources—most of which are available free of charge on the Early Childhood Learning and Knowledge Center website (ECLKC, <http://eclkc.ohs.acf.hhs.gov>). We welcome your suggestions of exemplary resources and feedback at [ncpfce@childrens.harvard.edu](mailto:ncpfce@childrens.harvard.edu).

## Organization

The resources in the catalog are organized to align with the Head Start Parent, Family, and Community Engagement Framework\* Program Foundations and Program Impact Areas.

### PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



\* <http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2011/pfce-framework.pdf>

# Parent, Family, and Community Engagement Resource Catalog 1.0

## Resource Entry Description

For each resource, you will find a description of the resource, its connection to the PFCE Framework, intended audience, evidence base, program settings to which the resource is relevant, the source, comments related to diversity, key words, and other comments. Please see a Sample Resource Entry below. You may review the Key to Resource Categories and Search Terms on page 16 for a list of terms that may appear in each resource entry category.

Resource Entry		PFCE Framework	Audience(s)	Evidence	Program Setting
Description of the resource content and the medium in which it is available (book, journal, electronic media, video/DVD), and whether it is an Office of Head Start or Administration for Children and Families publication		The Head Start Parent, Family, and Community Engagement Framework, including Family Engagement Outcomes, supported by this resource	Audience (roles) to whom the resource may be particularly useful	Evidence base, research or promising practices that support the resource	Program Setting for which the resource is most relevant
Languages in which the resource is available					
Source	Source URL and/or APA reference				
Diversity	Comments on issues of diversity addressed by the resource				
Key Words	Key Words which describe concepts related to parent, family, and community engagement applicable to this resource				
Comments	Comments on quality, related documents (if any), and cost if applicable				

## Finding Resources

To help you find resources in the catalog, we have also included an Index (organized by the title of each resource) on page 10 and a Head Start Parent, Family, and Community Engagement Framework Index (an index of the resource titles organized by the Framework) on page 11. You may also find it useful to review the Key to Resource Categories and Search Terms on page 16.

Or you may search for topics, key words and titles using the “find” or “search” feature in the Acrobat Reader PDF software. Your search words will be highlighted.

## Resource Selection Process

The exemplary resources highlighted in this first version of the catalog were selected from over 370 materials reviewed by the National Center. Several criteria were considered including alignment with the OHS Parent, Family, and Community Engagement Framework, user-friendliness, availability, audience, evidence, setting, and diversity. Many of the resources are available at the OHS Early Childhood Learning Knowledge Center. We welcome your suggestions of resources and feedback. Please contact us at [ncpce@childrens.harvard.edu](mailto:ncpce@childrens.harvard.edu).

# PROGRAM LEADERSHIP

## McCormick Center for Early Childhood Leadership: Director's Link



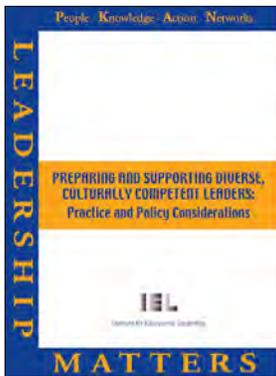
The Director's Link is a quarterly newsletter published by the Center for and about early childhood administrators. The newsletter is designed to link directors to one another and to resources to promote effective leadership. Issues of particular interest for PFCE include: Transforming for Diversity (Summer 2011); How's the Weather in Your Center? Organizational Climate (Winter 2011); Helping Teachers Identify and Articulate Their Values and Beliefs (Fall 2009); Expanding Perspectives (Spring 2006).

English

Framework	Audience(s)	Evidence	Program Setting
Program Leadership Professional Development Continuous Program Improvement Program Environment Families as Advocates and Leaders	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Training and Technical Assistance Network (T/TA)	Evidence Informed Practices	Head Start (3-5 years) Early Head Start (0-3 years) Community-wide

Source	<a href="http://cecl.ni.edu/public/dl.htm">http://cecl.ni.edu/public/dl.htm</a>
Diversity	The Transforming for Diversity newsletter focuses on issues of leadership and diversity in early childhood programs. (Summer 2011)
Key Words	Leadership, Administration, Policy, Staff Development
Comments	Online issues of this newsletter are available at no charge (in PDF format). Print versions (hard copy) are available for a fee (\$25 for a two year subscription).

## Preparing and Supporting Diverse, Culturally Competent Leaders: Practice and Policy Considerations



Given the expanding and complex diversity of families in communities, this report offers insights from the field about promising practices, policy and program strategies for preparing school leaders who are diverse and who have the skills, knowledge, and attributes necessary for cultural competence.

English

Framework	Audience(s)	Evidence	Program Setting
Program Leadership Professional Development Continuous Program Improvement Program Environment Family Partnerships Community Partnerships Family Connections to Peers and Community	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Training and Technical Assistance Network (T/TA)	Evidence Informed Practices Policy or Regulation Driven Note: this report is the result of a convening of experts.	Head Start (3-5 years) Early Head Start (0-3 years) Community-wide

Source	<a href="http://www.iel.org/pubs/diverseleaders.pdf">http://www.iel.org/pubs/diverseleaders.pdf</a>
Diversity	This resource offers policy and practice considerations for preparing and supporting diverse and culturally competent leaders in school and early education settings.
Key Words	Leadership, Schools, Community Collaboration
Comments	N/A

# CONTINUOUS PROGRAM IMPROVEMENT

## Tools to Strengthen Families and Communities: A Compendium



This substantial collection of family and assessment tools addresses the following areas:

1. Family and Community Assessment Tools
2. Case Management and Family Support Tools
3. Tools to Strengthen Partnerships
4. Community Building Tools

The instruments were developed based upon best practice.

**English**

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Family Partnerships Community Partnerships Family Well-Being Family Engagement in Transitions Family Connections to Peers and Community Families as Lifelong Educators Positive Parent-Child Relationships	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Health Policy Makers (e.g. Board, Policy Council, governing bodies) Training and Technical Assistance Network (T/TA)	Best Practices	Community-wide Home-based Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Mental%20Health/Program%20Planning,%20Design%20%26%20Management/Staff%20Support/toolstostrengthen.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Mental%20Health/Program%20Planning,%20Design%20%26%20Management/Staff%20Support/toolstostrengthen.pdf</a>
<b>Diversity</b>	Tools and instructions take a predominantly acultural perspective. Parents and families are primary informants. Some tools developed at Laguna Pueblo Early Education.
<b>Key Words</b>	Assessment Tools, Tool Kit
<b>Comments</b>	N/A

## Working Systematically in Action: Engaging Family and Community



Many educators recognize the importance of family and community involvement in school improvement efforts and are seeking to reframe the ways of engaging these groups. This publication provides practical guidance for educators who are seeking to engage family and community members in systemic school improvement efforts. This resource is a supplement to Working Systemically in Action: A Facilitator's Guide.

**English**

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Community Partnerships Family Connections to Peers and Community Families as Advocates and Leaders	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Parents /Family	Descriptive Program Evaluation Evidence informed Policy or Regulation Driven	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://www.sedl.org/pubs/catalog/items/family126.html">http://www.sedl.org/pubs/catalog/items/family126.html</a>
<b>Diversity</b>	N/A
<b>Key Words</b>	Cultural Sensitivity, Interagency Partnerships, Collaboration, Planning, Organizational Change and Development, Leadership, Group Facilitation, Parents as a Resource and Support
<b>Comments</b>	N/A

# CONTINUOUS PROGRAM IMPROVEMENT

## ZERO TO THREE Home Visiting Community Planning Tool



Research has shown early childhood home visiting to be an effective service delivery model for at-risk young children and their families. This tool offers guidance to programs establishing new home visiting programs or expanding existing services using an evidence-based home visiting model to meet the needs of young children and families.

**English**

Framework	Audience(s)	Evidence	Program Setting
Program Leadership Continuous Program Improvement Professional Development Community Partnerships Program Environment	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Training and Technical Assistance Network (T/TA)	Evidence Informed Best Practices Policy Driven	Home-based Community-wide

Source	<a href="http://www.zerotothree.org/public-policy/state-community-policy/home-visiting-community-planning-tool-fillable-pdf.pdf">http://www.zerotothree.org/public-policy/state-community-policy/home-visiting-community-planning-tool-fillable-pdf.pdf</a>
Diversity	N/A
Key Words	Standards, Best Practice, Planning, Leadership, Home Visiting, Outcomes
Comments	This resource is relevant to the 2010 Patient Protection and Affordable Care Act.

# PROFESSIONAL DEVELOPMENT

## Family Services Career Central



This resource outlines career development opportunities for family service workers. It includes links to the Family Service Worker Competencies, policies governing the work and a directory of training programs for family service staff. The directory organizes the training programs by state and degree or credential offered.

**English**

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Professional Development	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Training and Technical Assistance Network (T/TA)	Evidence Informed Policy or Regulation-driven	Early Head Start (0-3 years) Head Start (3-5 years)

Source	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Family%20Services/Professional%20Development/FamilyServicesC.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Family%20Services/Professional%20Development/FamilyServicesC.htm</a>
Diversity	N/A
Key Words	Family Services Careers, Credentialing, Standards
Comments	N/A

# PROGRAM ENVIRONMENT

## Dedicated to Dads: Lessons from the Early Head Start Fatherhood Demonstration



This executive summary highlights the results of a national survey on father involvement. The resource shares findings about staffing father involvement efforts, lessons learned from those efforts, and successful activities for engaging fathers.

**English**

Framework	Audience(s)	Evidence	Program Setting
Program Environment Family Well-being Family Connections to Peers and Community Families as Advocates and Leaders Families as Lifelong Educators Positive Parent-Child Relationships	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Family Services Health Early Care and Education Training and Technical Assistance Network (T/TA)	Descriptive Program Evaluation Non-experimental quantitative design	Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Fatherhood/DedicatedtoDads.htm">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Fatherhood/DedicatedtoDads.htm</a>
<b>Diversity</b>	8 of the 21 programs studied served mostly Hispanic families; 7 programs predominantly African American families; 3 programs a majority of white families; and 1 almost exclusively American Indian families.
<b>Key Words</b>	Parenting, Child Development
<b>Comments</b>	N/A

## Dual Language Learning: What Does it Take?



Dual language learning is an important part of the goals and commitment of Head Start to positive outcomes for children, family involvement, strong professional development, program planning, and building community resources. This comprehensive resource offers research findings about the benefits and challenges of dual language acquisition for children, families, and programs.

**English, Spanish**

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Professional Development Program Environment Teaching & Learning Family Well-Being Families as Advocates and Leaders Families as Lifelong Educators Positive Parent-Child Relationships Families as Learners	Directors (e.g. directors, managers, supervisors, coordinators) Family Services, Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education Training and Technical Assistance Network (T/TA)	Descriptive Program Evaluation Evidence Informed	Center-based Community-wide Home-based Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/DualLanguageLea.htm">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/DualLanguageLea.htm</a>
<b>Diversity</b>	An extensive bibliography follows the article.
<b>Key Words</b>	Best Practice, Research, Cultural Sensitivity
<b>Comments</b>	N/A

# FAMILY PARTNERSHIPS

## Parent and Family Stories



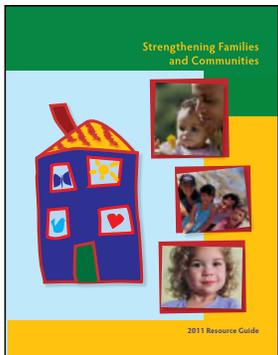
This collection of videos showcases 32 personal stories of mothers, fathers, and grandparents who share the impact Head Start has had on their families. The videos vary in length from 2 to 12 minutes.

**English**

Framework	Audience(s)	Evidence	Program Setting
Family Partnerships Family Well-Being Family Connections to Peers and Community Families as Advocates and Leaders Families as Lifelong Educators Positive Parent-Child Relationships Families as Learners	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Parents/Family Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education Training and Technical Assistance Network (T/TA)	Qualitative Evaluation Design	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For%20Parents/pfs">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For%20Parents/pfs</a>
<b>Diversity</b>	Highly diverse sample of fathers, mothers, and grandparents.
<b>Key Words</b>	Fatherhood, Grandparenting, Parenting, Parents as a Resource and Support
<b>Comments</b>	N/A

## Strengthening Families and Communities: 2011 Resource Guide



This guide offers resources for service providers to enhance protective factors in families, tools to build awareness and develop community partnerships, information about child abuse and neglect, and a directory of national organizations that work to strengthen families. Service providers will find tip sheets in English and Spanish on specific parenting topics.

**English, Spanish**

Framework	Audience(s)	Evidence	Program Setting
Family Partnerships Program Environment Family Well-Being Family Connections to Peers and Community Families as Learners	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Health Early Care and Education Policy Makers (e.g. Board, Policy Council, governing bodies) Parents/Family	Evidence Informed	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://www.childwelfare.gov/preventing/preventionmonth/guide2011/">http://www.childwelfare.gov/preventing/preventionmonth/guide2011/</a>
<b>Diversity</b>	States that served as partners represent a broad cross-section of the country.
<b>Key Words</b>	Fatherhood, Grandparenting, Child Development, Parenting, Leadership
<b>Comments</b>	This material is based on recent study of protective factors in family and child development.

# TEACHING AND LEARNING

## Annotated Bibliography and Weblibliography for Staff Who Work with Grandfamilies.



Of the 4.5 million children in the U.S. who live in grandparent-headed households, approximately a third have no parent in the home. This annotated bibliography and weblibliography is designed to support staff members who work with grandfamilies. It is intended to provide valuable knowledge and give the staff the diversity of professional resources and information that can support grandfamilies in their role as caregivers. Additionally, only a small selection of children's books are shown here as an illustrative representation of the field.

English

Framework	Audience(s)	Evidence	Program Setting
Program Environment Family Partnerships Teaching and Learning Family Well-being Family Connections to Peers and Community	Directors (e.g. directors, managers, supervisors, coordinators) Parents/Family Family Services Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education	Evidence Informed	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

Source	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Grandfamilies/AnnotatedBibliog.htm">http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Grandfamilies/AnnotatedBibliog.htm</a>
Diversity	Entries related to cross-cultural examples of grandparenting and issues of immigration are included.
Key Words	Grandparenting, Resources for Families
Comments	Includes numerous links to sources and organizations. Includes resource information and children's books to support grandparents in the role of caregiver.

## Connecting with Parents in the Early Years



Communicating effectively with parents is a basic goal of early childhood programs. This report examines the benefits and challenges of communication between staff and families to support children's preparation for school. This report was produced as part of a project funded by the Kellogg Foundation. It reflects the learning of parents and representatives from early childhood programs.

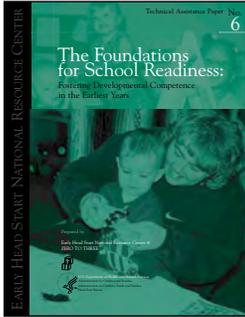
English

Framework	Audience(s)	Evidence	Program Setting
Teaching and Learning Family Connections to Peers and Community Families as Lifelong Educators Families as Learners	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Early Care and Education Home Visitors Family Services Parents/Family	Evidence Informed	Early Head Start (0-3 years) Head Start (3-5 years)

Source	<a href="http://ceep.crc.uiuc.edu/pubs/connecting.html">http://ceep.crc.uiuc.edu/pubs/connecting.html</a>
Diversity	Chapter on Relationships Between Parents and Program specifically addresses issues of culture and class.
Key Words	Parent and Family Engagement, Parents as First Educators, Resources for Families, Parenting, Child Development
Comments	Includes PDFs of all chapters.

# TEACHING AND LEARNING

## The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years



This document provides a comprehensive and concise explanation of Developmental Competence and its importance in School Readiness. The report provides a summary of research findings as well as examples of how teachers and home visitors might use this information in their work with children and families.

**English**

Framework	Audience(s)	Evidence	Program Setting
Teaching and Learning Family Well-Being Families as Lifelong Educators Positive Parent-Child Relationships Family Engagement in Transitions	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education Training and Technical Assistance Network (T/TA)	Evidence Informed	Center-based Home-based Early Head Start (0-3 years) Head Start (3-5 years)

Source	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA6%5B1%5D.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA6%5B1%5D.pdf</a>
Diversity	N/A
Key Words	Evaluations, Outcomes
Comments	N/A

## Sense and Sensitivity: Research indicates best ways to boost parental sensitivity to child behavior



This summary highlights a systematic quantitative study of other studies on parental responsiveness to infant behavior. It describes two useful strategies: attending to the specifics of child behavior at a time when infants first see the link between their behavior and parent responsiveness and use of videotaped feedback for parents.

**English**

Framework	Audience(s)	Evidence	Program Setting
Teaching and Learning Family Partnerships Families as Lifelong Educators Positive Parent-Child Relationships Families as Learners	Family Services Home Visitors Parents/Family Early Care and Education	Collection Evidence-based practices	Early Head Start (0-3 years) Center-based Home-based Head Start (3-5 years)

Source	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Working%20with%20Families/Parenting/disabl_pub_00029_081806.html">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Working%20with%20Families/Parenting/disabl_pub_00029_081806.html</a>
Diversity	Many of the studies included focus on work with children with special needs.
Key Words	Best Practice, Parenting
Comments	The full article is available for a small fee (\$5.00).

# COMMUNITY PARTNERSHIPS

## Early Development Instrument (EDI)



The EDI is a innovative, population-based instrument designed to help communities assess kindergarten readiness. It can be used to identify population characteristics of young children and families. The EDI can also be used to develop community-based service delivery to children and families. This instrument has been used extensively in Canada to develop community-based service delivery to children and families.

**English**

Framework	Audience(s)	Evidence	Program Setting
Community Partnerships Continuous Program Improvement Teaching and Learning Family Engagement in Transitions Families as Lifelong Educators	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators)	Experimental and Quasiexperimental Quantitative Design	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

<b>Source</b>	<a href="http://www.offordcentre.com/readiness/index.html">http://www.offordcentre.com/readiness/index.html</a>
<b>Diversity</b>	Research reports specifically address populations with diverse language backgrounds and special needs.
<b>Key Words</b>	Planning, Organizational Change and Development, Child Development
<b>Comments</b>	This instrument holds promise for focused community responses to school readiness.

## Homelessness Interactive Website



Through a collection of story and video, this website offers the unique perspectives of children and families experiencing homelessness. The site includes stories from families, providers, and leadership as well as information about building family partnerships, eligibility, enrollment, outreach and community collaboration, and invites providers to think about how to best support homeless families.

**English**

Framework	Audience(s)	Evidence	Program Setting
Family Partnerships Community Partnerships Family Well Being Family Engagement in Transitions Family Connections to Peers and Community	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Early Care and Education Health Mental Health Disabilities Home Visitors Family Services Service Staff (e.g. bus drivers, cooks) Training and Technical Assistance Network (T/TA)	Experimental and Quasiexperimental Quantitative Design Descriptive Program Evaluation	Community Leadership Policy Program

<b>Source</b>	<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/hmls/welcome.html#overview">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/hmls/welcome.html#overview</a>
<b>Diversity</b>	Diverse sample of Families
<b>Key Words</b>	Homelessness, Policy, Staff Development, Family Services
<b>Comments</b>	This instrument holds promise for focused community responses to school readiness.

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## Head Start Parent, Family, and Community Engagement Framework Index

We have organized the resources to align with the Head Start Parent, Family, and Community Engagement Framework (PFCE Framework) program foundations and program impact areas (See page ii). A resource may be aligned (listed) with more than one program foundation or program impact area of the Framework.

To help create future editions of the catalog, please share your comments and stories about how you are using these resources in the PFCE Framework: [ncpfce@childrens.harvard.edu](mailto:ncpfce@childrens.harvard.edu).

### Program Foundations

#### Program Leadership

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#### Continuous Program Improvement

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## Glossary of Terms

**ACF:** Administration for Children and Families

**APA:** American Psychological Association

**NCPFCE:** National Center for Parent, Family, and Community Engagement

**OHS:** Office of Head Start

**PFCE:** Parent, Family, and Community Engagement

**URL:** Uniform Resource Locator

**T/TA:** Training and Technical Assistance

**Assessment Tools** are tools used as part of a process for gathering, organizing, and analyzing information about a child, family, program or community.

**Developmental Assessment**<sup>1</sup> is a process designed to deepen understanding of a child's competencies and resources, and of the caregiving and learning environments most likely to help a child make fullest use of his or her developmental potential.

**Community Assessment**<sup>2</sup> is the collection and analysis of information about a grantee's Early Head Start or Head Start area. Head Start Community assessments must include: information on demographics; estimated number of children eligible; education, health and nutrition needs; resources in the community.

**Family Assessment**<sup>3</sup> is the practice of identifying a family's strengths, values, needs, and desires in order to develop shared goals, determine the level of support needed, and review progress toward family goals.

**Credential**<sup>4</sup> is a document certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence.

**Cultural Sensitivity**<sup>5</sup> means being aware that cultural differences and similarities exist and have an effect on values, learning, and behavior.

**Cultural Competency**<sup>6</sup> is the capacity to work effectively in cross-cultural situations.

**Head Start Program Performance Standards** are the regulations applicable to program administration and grants management for all grants under the Head Start Act, including grants for technical assistance and training, grants for research, demonstration, and pilot projects.

**Standards**<sup>7</sup> are widely accepted statements of expectations for children's learning or the quality of schools and other programs – also called education standards, early learning standards, or principles which guide curriculum, assessment, and achievement. Many national organizations and states have established learning standards. Some standards relate to content that should be learned, while others examine student performance. Standards which address expectations for children's learning are commonly referred to as content standards, academic standards, performance standards, early learning standards, and/or benchmarks.

<sup>1</sup> Greenspan, S. & Meisels, S. (1996). Toward a new vision for the developmental assessment of infants and young children. Washington DC: Zero to Three, National Center for Infants, Toddlers, and Families.

<sup>2</sup> Head Start Performance Standards 1305.3(c)

<sup>3</sup> Scaled Family Assessment Tools. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Community%20Support/FamilyandCommun.htm>

<sup>4</sup> Colorado Office of Professional Development (2011). A plan to promote early childhood social and emotional health through professional development. Retrieved from [http://www.netnewsdesk.com/resources/375/File/ECC-OPD/PDF/soc\\_emot\\_resources/ThePlan3.28.10.pdf](http://www.netnewsdesk.com/resources/375/File/ECC-OPD/PDF/soc_emot_resources/ThePlan3.28.10.pdf)

<sup>5</sup> Stafford, J.R., Bowman, R., Ewing, T., Hanna, J., & Lopez-De Fede, A. (1997). Building culture bridges. Bloomington, IN: National Educational Service.

<sup>6</sup> McCormick Center for Early Childhood Leadership, Retrieved from <http://mcecl.visibli.com/share/FNOdBd>

<sup>7</sup> Colorado Office of Professional Development (2011). A plan to promote early childhood social and emotional health through professional development. Retrieved from [http://www.netnewsdesk.com/resources/375/File/ECC-OPD/PDF/soc\\_emot\\_resources/ThePlan3.28.10.pdf](http://www.netnewsdesk.com/resources/375/File/ECC-OPD/PDF/soc_emot_resources/ThePlan3.28.10.pdf)

## Glossary of Terms - *continued*

### Evaluation Research Designs<sup>8</sup>

**Experimental designs** evaluate a program by first randomly assigning subjects to either receive the intervention or serve in a control group and then comparing their outcomes.

**Quasi-experimental designs** evaluate a program by comparing outcomes of those receiving the intervention with other individuals who are selected through means other than random assignment.

**Non-experimental quantitative designs** use questionnaires or structured interviews to survey a group of people with the intention of inferring from their responses to a broader population.

**Qualitative evaluation designs** use narrative inquiries such as open-ended interviews, ethnographies, case studies, or participant observation to develop in-depth descriptions and interpretations of how a program works.

**Descriptive program evaluation** assesses how a program delivers services, to whom and by whom, rather than investigating the program's effectiveness.

**Participatory evaluation and action research** join researchers with community stakeholders to collaboratively identify community concerns, conduct research to explore community issues, devise interventions or other actions to address those issues and concerns, and then learn about the results of those actions.

### Evidence in Practice

**Best practices<sup>9</sup>** are programs, practices, or strategies that have been shown to effectively address common problems in multiple contexts. Best practices may have been proven effective in comprehensive evaluation studies using objective research methods, OR shown to work effectively in less rigorous field tests using internal assessments that may be more subjective than large-scale external evaluations.

**Evidence based practices<sup>10</sup>** are programs, practices, or strategies that have the highest degree of proven effectiveness and large-scale replicability. Also called research validated best practices, these are practices that have been evaluated using empirical research that presents conclusive, statistically significant impacts supported by comparison data.

**Evidence informed practices<sup>11</sup>** are programs, activities, or strategies that are based on a theory of change informed by the best available scientific evidence, providers' clinical knowledge and experience, and families' needs, values, strengths, and culture.

**Policy and regulation driven practices** are programs, activities or strategies whose support is derived from a legislative or regulatory authority. These may include federal or state government agencies or public policies.

<sup>8</sup> Definitions of evaluation designs have been adapted from the textbook, *Evaluation: a Systematic Approach*, 7th Edition, by Peter Rossi, Mark Lipsey and Howard Freeman.

<sup>9</sup> US Dept of Health & Human Services ACF. (2010). Identifying and promoting best practices. Retrieved from [http://www.acf.hhs.gov/programs/ocs/ccf/about\\_ccf/gbk\\_bp/bp\\_gbk\\_ov.html](http://www.acf.hhs.gov/programs/ocs/ccf/about_ccf/gbk_bp/bp_gbk_ov.html).

<sup>10</sup> Ibid.

<sup>11</sup> Bowen, S. & Zwi, A.B. (2005). Pathways to "evidence informed" policy and practice: A framework for action. *PLOS Medicine*, 2(7), e166.



## Key to Resource Categories and Search Terms

To help you find resources, please see the list of search terms for the selected resource categories. You may also search for topics, key words, and titles using the Acrobat Reader PDF software's "find" or "search" feature.

### Head Start Parent, Family, and Community Engagement Framework

Identifies the Program Foundations, Impact Areas, and Outcomes of the Framework that the resource references.

#### Program Foundations

- Program Leadership
- Professional Development
- Continuous Program Improvement

#### Program Impact Areas

- Program Environment
- Teaching and Learning
- Family Partnerships
- Community Partnerships

#### Parent and Family Engagement Outcomes

- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

### Audience

Identifies audiences, roles, and professionals to whom the resource may be particularly useful:

- Policy Makers (e.g. Board, Policy Council, governing bodies)
- Directors (e.g. directors, managers, supervisors, coordinators)
- Early Care and Education
- Health
- Mental Health
- Early Intervention and Special Needs
- Home Visitors
- Family Services
- Parents/Family
- Service Staff (e.g. bus drivers, cooks, administrative support)
- Training and Technical Assistance Network (T/TA)

### Evidence\*

Identifies the evidence-base for the resource

- Evidence Based (Experimental and Quasi-experimental Quantitative Research, Qualitative Research, Participatory and Action Research, Descriptive Program Evaluation)
- Evidence Informed
- Documented Best Practice
- Policy or Regulation Driven

\*See Glossary of Terms.

### Program

Identifies the Head Start program setting that the resource is relevant to:

- Early Head Start (0-3 years)
- Head Start (3-5 years)
- Migrant and Seasonal Head Start (0-5)
- American Indian-Alaska Native Head Start
- Center-based
- Home-based
- Community-wide



## Key to Resource Categories and Search Terms - continued

### Diversity\*\*

Comments on issues of diversity addressed by the resource including but not limited to:

- Race/Ethnicity
- Culture
- Geography
- Immigration Status
- Special Needs
- Migrants
- Family Configuration
- Adoptive Families
- Age of Parent/Caretaker (e.g. teens, grandparents)

\*\*Note: This is not an exhaustive list.

### Key Words (Selected)

- Child Development
- Cultural Sensitivity
- Evaluation
- Fatherhood
- Goal Setting
- Grandparenting
- Leadership
- Organizational Change and Development
- Outcomes
- Parenting
- Planning
- Resources for Families

## Technical Notes

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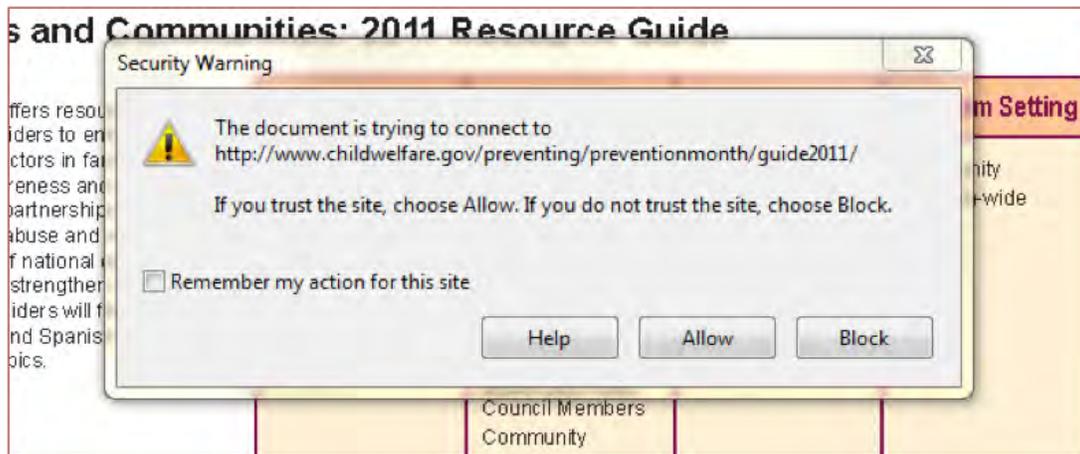
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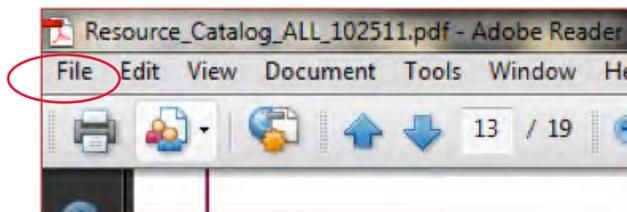
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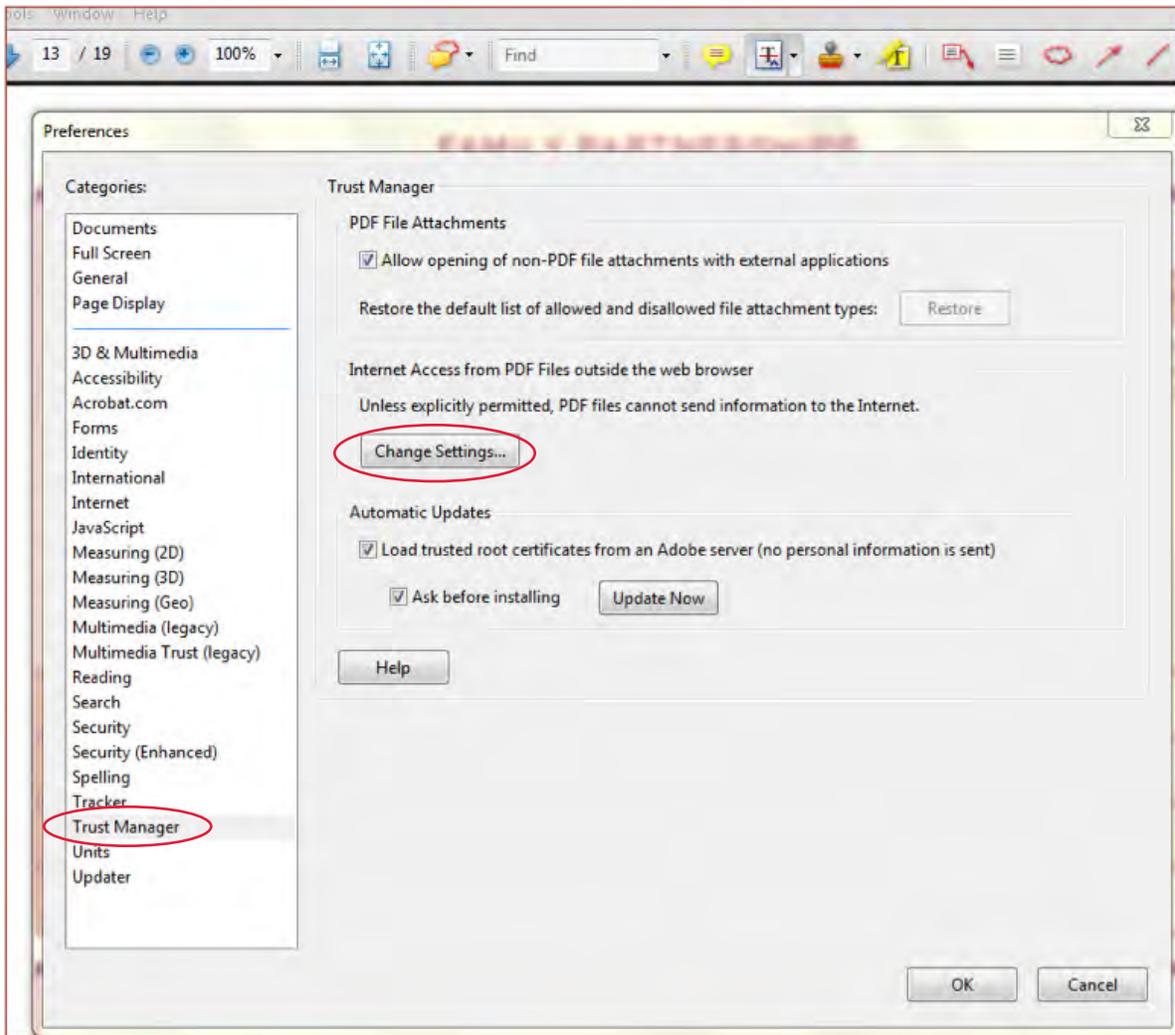
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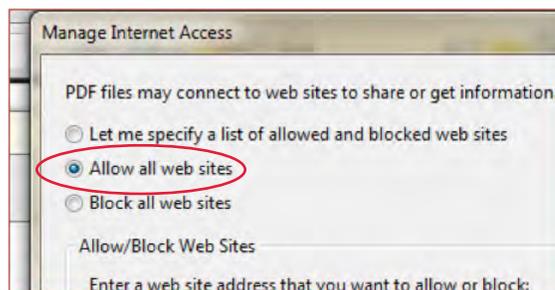
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THE NATIONAL CENTER ON  
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